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ABSTRACT

The Instructor and Course Evaluation System (ICES) is a computer-based system for obtaining student ratings of instructors and courses. To use ICES, an instructor will choose 23 evaluative items from an item catalog. These items are then printed on a standard form. Students respond to these items using a five position scale. On the back of the form, students are given an opportunity to voice their personal comments by responding to a series of open-ended type questions. The completed ICES forms are then scored by computer and a statistical analysis is returned to the instructor. The information received from the students provides direction as to where to look for problem areas. When a weak area is found, a form is developed which evaluates the exact dimensions of the target. On the basis of this evaluation the instructor will be able to determine the seriousness or superficiality of the problem area and plan appropriate strategies. Once the strategies are implemented, it must be determined as to what degree the target have been eliminated. Feedback is provided by administering a specialized ICES form and then analyzing the results. Appendices include instructions on the use of ICES, as well as special forms. (RL)

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TARGET EVALUATION SYSTEM

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CATERPILLAR TRACTOR CO.

ED200618

In warfare conducted at night, the military fires a light flare, thereby lighting up the entire countryside and exposing enemy personnel, trucks and campsites. As trainers we may learn some basic theory about our evaluation systems by observing the night time pursuits of the military. The armed forces have learned long ago that if there is a suspected enemy encampment, one does not fire every weapon and shell in the arsenal, for if they do, they may find that the ground has been completely saturated and the enemy comfortably resting on an adjacent hill side. How often do we as trainers find that we blasted a little of everything and haven't adequately dealt with the target?

Target evaluation is a system whereby a short general evaluation is given the students to complete. The results are analyzed. When a problem area is identified a second evaluation is administered which is designed to identify the specific components of the shortcoming. A series of meetings is held to discuss a strategy for improving the condition. The strategy is implemented and a follow-up evaluation given. Figure 1 provides a graphic representation of the system.

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Basis

The target evaluation system is based on an evaluation format developed at the University of Illinois. This evaluation format is commonly referred to as ICES which stands for Instructor and Course Evaluation System. To use the system an instructor or supervisor will choose 23 evaluative items from an item catalog. These items are then printed on a standard form. Students respond to these items using a 5 position scale. On the back of the form, students are given an opportunity to voice their personal comments by responding to a series of open-ended type questions. The completed ICES forms are then scored by computer and a statistical analysis returned to the instructor or supervisor.

Identify Target

What really is the enemy? This is the hobgoblin which is interfering with learning. As the evaluation system begins, often there is no real information as to what or who the enemy is. In order to gather this information, a form is used that will provide a sampling from many areas of the learning process. Some of these areas include method of instruction, course content, interest in the course and instructor practices. The ICES "original" form (Appendix B) provides this range of information. It accomplishes what a light flare does in the military and that is to identify the areas where the targets are located. This information provides a direction as to where to look for the real targets.

The group of individuals who will complete the form is identified. This group may include all students taking a physics course, all students that one instructor is teaching or a variety of other groupings which may be desirable. The form is then administered and the results analyzed by the Measurement and Research Division, Office of Instructional Research at the University of Illinois, Urbana.

Measure Target

The information received from the students provides direction as to where to look for the real problem areas. When a weak area is found a form is developed which evaluates the exact dimensions of the target. If the area found to be weak was instructor personality a series of questions referring to specific behavioral traits of an instructor will be asked the students. These questions are based on leads given by the first evaluation. This second evaluation (Appendix C) is specific in nature and asks questions pertaining to a specific area. On the basis of this evaluation one will be able to determine the seriousness or superficiality of the problem area.

Destroy Target

It is during strategy planning that the results from the second ICES form (Appendix C) are examined. The first step of Strategy Planning involves the selection of a student to be interviewed by the instructor's supervisor. It has been found that additional insight is gained by examining classroom learning with a student on an individual basis.

The results of the specialized ICES evaluation are then shared on an individual basis with each instructor. The instructor with his supervisor jointly examine the strengths and weaknesses of the instructor's role and together changes in teaching tactics are developed.

Course ratings are discussed in a group by those instructors who teach a particular course. The group of instructors examine the ratings as well as the comments on the back of the form.

It has been found that comments made on the back of the form provide a valuable resource for suggesting changes. Since this part of the form is subjective in nature it adds a personalized touch to the objective data on the form's front side. In addition to evaluating the learning process, the essay portion allows the student to be placed in the instructor's role in order to determine what changes should be made. Plans of action to overcome course content and teaching aid deficiencies are discussed and strategies developed. Questions are chosen from the ICES manual which are used to evaluate the degree to which the objectives are to be met. The plan jointly developed by the instructor and supervisor to improve the instructor's role is put into effect. Changes in the course content and teaching aids are also implemented.

Once the strategy has been implemented, an indication as to the degree to which the target was eliminated is in order. Feedback is provided by administering the specialized ICES form (Appendix C) and then analyzing the results as described under the "Measure Target" section.

This feedback process continues until it has been found that the weaknesses of the instructor and/or course have been adequate addressed.

Tips On Implementation

To have a successful evaluation system it is important that the supervisor have a thorough knowledge of the system. This includes a detailed objective of what is needed to be known about instructors, courses, teaching techniques, etc. Once it has been determined where one wants to go, an examination of the work group is in order. Ask a series of questions: "Has the group ever been evaluated before?" "What techniques have been used?" "Has their performance ever been quantified?" By looking at the group and past practices one will get a good idea as to how well a new system of evaluation will be accepted. This group analysis will provide insight as to the mechanics needed to introduce the system for the purpose of gaining support and acceptance. Depending upon the group one may elect to both administer the form and provide feedback to the instructors, an alternative method may be to use the system as a self evaluation technique in allowing instructors to evaluate their own instruction.

A key link in obtaining meaningful results is to understand precisely what the statements on the evaluation form are designed to do and how these statements relate to each other in forming subscales. It has been found good results are obtained when supervisor and instructor jointly determine evaluative questions. After the computerized analysis

of the evaluation it has been found fruitful for both supervisor and instructor to go through the form, discuss what has taken place in the learning environment and formulate alternatives.

To maintain a positive attitude toward evaluation use it as a motivator rather than a device of fear.

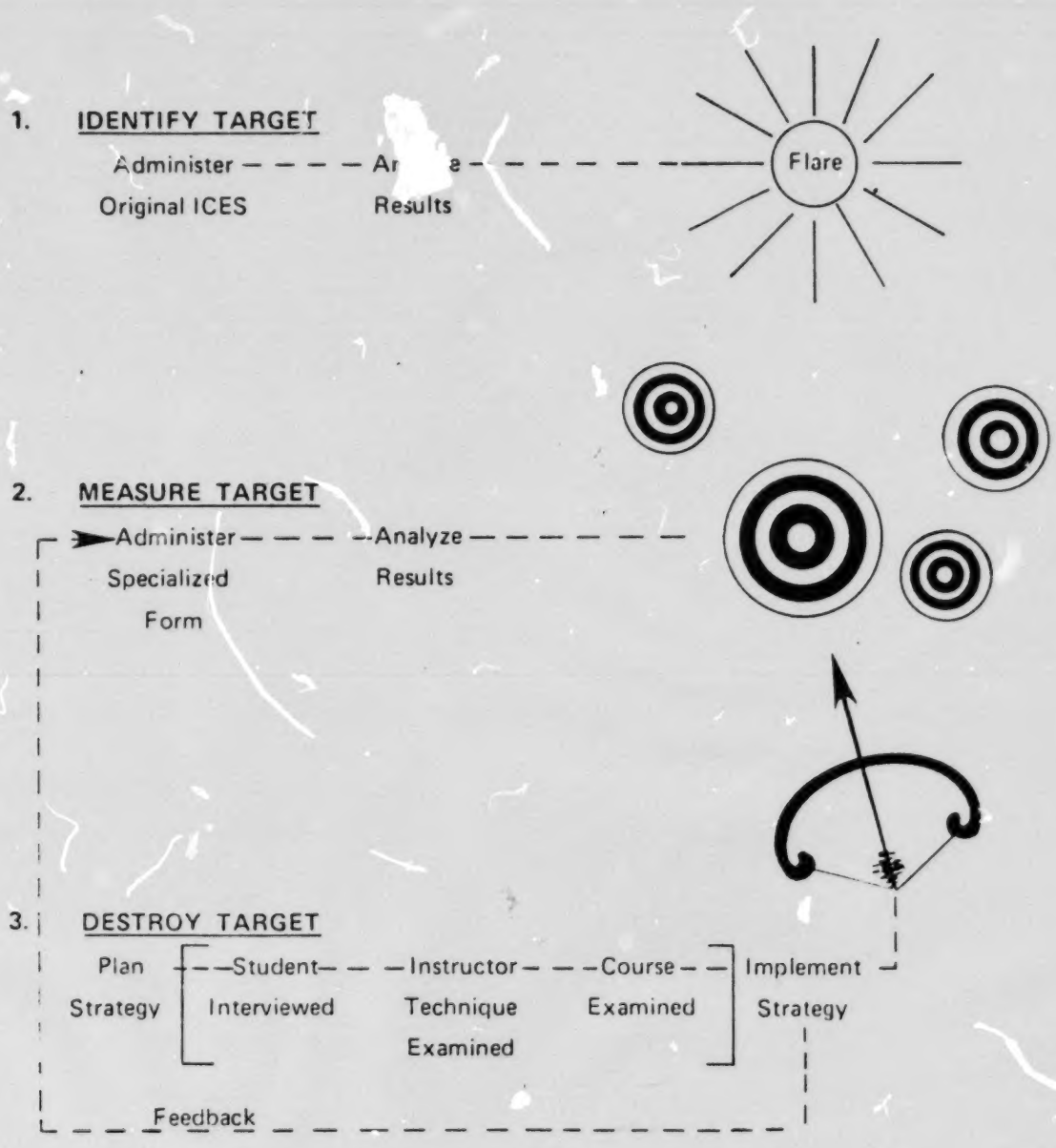
Conclusion

The target evaluation system as applied to the classroom utilizes the ICES form as a basic information gathering tool. True targets are first identified. Strategies, utilizing input from several sources, are developed and implemented. Feedback information is gathered to ensure that the strategies effectively dealt with the target.

Target Evaluation is not limited to the evaluation of a specific course or instructor. The same model may apply to shop environments to evaluate the learning worth of assembly and fabrication jobs for apprentice stations. It may be used to help foremen become better teachers as well as leaders. While this aspect of application is in its infancy its promise makes further exploration worthwhile.

Target Evaluation uses a model which may be applied to many areas of training. It works in identifying the true problem as well as in setting a strategy to overcome the problem.

Figure 1


1. IDENTIFY TARGET
Administer Original ICES
Analyze Results
Flare
2. MEASURE TARGET
Administer Specialized Form
Analyze Results
3. DESTROY TARGET
Plan Strategy
Student Interviewed
Instructor Technique Examined
Course Examined
Implement Strategy
Feedback

ICES Instructor and Course Evaluation System
Office of Instructional Resources
Measurement and Research Division
University of Illinois at Urbana-Champaign

NEWSLETTER NUMBER 1

ICES ITEM CATALOG

The Instructor and Course Evaluation System (ICES) is a computer-based system for obtaining student ratings of instructors and courses. With this system you can select items or complete rating forms which you consider to be the most appropriate for evaluating your course. This catalog contains over 400 items and 10 complete forms for your use.

GENERAL OPERATION OF ICES

Each ICES questionnaire contains space for 26 items. The first three items are preprinted on each questionnaire. They are:

1.	Rate the Course Content	Excellent - Very Poor
2.	Rate the Instructor	Excellent - Very Poor
3.	Rate the Course in General	Excellent - Very Poor

These global items were selected to permit comparisons of ratings from nearly all teaching situations. The other 23 item spaces may be filled according to one of the three options described below. The three Global items above contain 6 response positions; all other items contain 5 response positions.

Option 1: Departmental Core Plus Instructor-Selected Items

Each department has the option to designate a set of items (not necessarily contained in the catalog) to use as its departmental core. Once a core has been established, all instructors in that department will automatically have the department core items included as part of the 23 items printed by the computer on the ICES questionnaire. The number of items contained in a given core thus limits the number of instructor-selected items that may be chosen. The total number of core plus instructor-selected may not exceed 23.

Option 2: Instructor-Selected Items Only (No Departmental Core)

If your department does not have a core set of items, then you have the option of choosing up to 23 items from the catalog. Since you must request an ICES questionnaire for each class section, you can select a different set of items for each section to be evaluated.

Option 3: Complete Forms

If your department does not have a set of core items and you do not wish to use the catalog of Instructor-Selected Items, then you may select one of the available complete forms. Complete forms are ready-made questionnaires that either have been used at UIUC or were designed for a special purpose. Short descriptions of each form are given on page 23 of this catalog. If you choose this complete form option you cannot also use the Instructor-Selected Items.

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HOW TO USE ICES

You will need a copy of this ICES Catalog and, for every class section to be evaluated, a machine-scannable Faculty Request Form. Additional Faculty Request Forms are available in your departmental office. Remember: a separate Faculty Request Form should be completed for each class section.

Steps to Follow in Completing a Faculty Request Form

1. Complete Boxes 1-10 on Side 1 as indicated. In the machine-scannable areas, fill in the requested letters or numbers and darken the appropriate circle beneath each letter or number. In other areas, supply the information requested. Please use pencil only.

2. Since norms are partially based on instructor rank, make sure Box 5 is completed.

3. For Box 6, if you wish to release your results for possible inclusion in the "Incomplete List of Teachers ... ", please mark "Yes" in the designated area. If you wish to have a copy of your results sent to a departmental representative, you must mark "Yes" in the appropriate area, designate the person and his/her address and sign your name.

4. On Side 2, determine the appropriate option from the three given above that applies to each request form.

   a. Option 1 (Department Core Plus Instructor-Selected Items)
   Use the catalog to select the items you wish to use (see next section for some suggestions) and record the item numbers on a separate sheet of paper. This separate sheet will allow you to keep a record of the items you requested for each class. Note that the number of items selected, including those in your departmental core, may not exceed 23. Mark the item numbers on Side 2 of the Faculty Request Form by darkening the circle under each catalog item number.

   b. Option 2 (Instructor-Selected Items Only)
   Use the catalog to select the items you wish to use (see next section for some suggestions) and record the item numbers on a separate sheet of paper. This separate sheet will allow you to keep a record of the items you requested for each class. Mark the item numbers on Side 2 of the Faculty Request Form by darkening the circle under each catalog item number.

   c. Option 3 (Complete Form)
   Select the form you wish to use from the summaries contained on page 23. Then darken the circle next to form number in the "Complete Forms" section on Side 2.

5. Return your completed Faculty Request Forms to ICES, 307 Engineering Hall and keep this catalog for future reference.

SOME SUGGESTIONS FOR CHOOSING "INSTRUCTOR-SELECTED ITEMS"

The items in the catalog are initially classified by item content. Roman numeral sections I-IV in the table of contents contain items appropriate for most typical classes. Section V is to be used at the beginning of a semester. Section VI items can be used in specific instructional settings. Items in Sections I-IV are further divided into "General Concept" or "Specific" items. General Concept items indicate a given area of instruction as a strength or weakness, and Specific items provide diagnostic information. The distinction between General Concept and Specific items is primarily a judgmental decision. Page 4 indicates items that are examples of each type.

In using "Instructor - Selected Items" for the first time, you may want to select one or two General Concept items from each of several content areas of special interest to you. As space permits one or two Specific items from the selected content areas might be added. As you gain experience with ICES, you may wish to explore a given instructional area in more depth by including more Specific items.

More information on choosing items and using ICES may be found in ICES Newsletter No. 3. Please call the ICES staff at 333-3490 for any assistance.

Appendix B

SIDE 1

SPECIAL CODE

A	B	C	D	E
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

INSTRUCTOR AND COURSE EVALUATION SYSTEM

For

See Side 2 for directions. Use pencil only on this side.

1. When registering, what was your opinion about the

	Positive	No opinion	Negative
Instructor	○	○	○
Course	○	○	○

2. Course in
- ○ Major
- ○ Minor
- ○ Other

3. Sex
- ○ Male
- ○ Female

4. This course was
- ○ Specifically required
- ○ Required but a choice among several
- ○ An elective

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5. Class
- ○ Fresh
- ○ Soph
- ○ Junior
- ○ Senior
- ○ Grad
- ○ Other

6. Expected Grade
- Ⓐ
- Ⓑ
- Ⓒ
- Ⓓ
- Ⓔ

SPECIAL INSTRUCTIONS

A) For Items 04-24 Respond
- I STRONGLY AGREE
- J AGREE
- K NEUTRAL
- L DISAGREE
- M STRONGLY DISAGREE

B) For Items Respond
- I =
- J =
- K =
- L =
- M =

1. RATE THE COURSE CONTENT	EXCELLENT	○○○○○	VERY POOR
2. RATE THE INSTRUCTOR	EXCELLENT	○○○○○	VERY POOR
3. RATE THE COURSE IN GENERAL	EXCELLENT	○○○○○	VERY POOR
4. I WOULD TAKE ANOTHER COURSE THAT WAS TAUGHT THIS WAY.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
5. THE INSTRUCTOR SEEMED TO BE INTERESTED IN STUDENTS AS PERSONS.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
6. I WOULD HAVE PREFERRED ANOTHER METHOD OF TEACHING IN THIS COURSE.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
7. IT WAS EASY TO REMAIN ATTENTIVE.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
8. THE INSTRUCTOR DID NOT SYNTHESIZE, INTEGRATE, OR SUMMARIZE EFFECTIVELY.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
9. NOT MUCH WAS GAINED BY TAKING THIS COURSE.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
10. THE INSTRUCTOR ENCOURAGED DEVELOPMENT OF NEW VIEWPOINTS AND APPRECIATIONS.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
11. I LEARN MORE WHEN OTHER TEACHING METHODS ARE USED.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
12. THE COURSE MATERIAL SEEMED WORTHWHILE.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
13. THE INSTRUCTOR DEMONSTRATED A THOROUGH KNOWLEDGE OF THE SUBJECT MATTER.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
14. IT WAS A VERY WORTHWHILE COURSE.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
15. SOME THINGS WERE NOT EXPLAINED VERY WELL.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
16. THE COURSE MATERIAL WAS TOO DIFFICULT.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
17. THIS WAS ONE OF MY POOREST COURSES.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
18. THE INSTRUCTOR SEEMED TO CONSIDER TEACHING AS A CHORE OR ROUTINE ACTIVITY.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
19. IT WAS QUITE INTERESTING.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
20. I THINK THE COURSE WAS TAUGHT QUITE WELL.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
21. THE COURSE CONTENT WAS EXCELLENT.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
22. SOME DAYS I WAS NOT VERY INTERESTED IN THIS COURSE.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
23. IT WAS QUITE BORING.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
24. OVERALL, THE COURSE WAS GOOD.	STRONGLY AGREE	ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
25.			
26.		ⓘⓙⓚⓛⓜ	

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DO NOT WRITE IN THE SHADED AREA

DIRECTIONS FOR ICES

SIDE 2

Please use this side of the form for your personal comments on teacher effectiveness and other aspects of the course. Use pencil only in responding to the objective questions on the reverse side.
Objective items 1 - 3 will be used to compare this course and instructor to others in the department and institution. Data from other items after item 3 would be useful to the instructor for course improvements. Your instructor will not see your completed evaluation until final grades are in for your course.

NOTE:
Someone other than your instructor should collect and mail these forms.

PLEASE WRITE COMMENTS BELOW

A What are the major strengths and weaknesses of the instructor?	
B What aspects of this course were most beneficial to you?	
C What do you suggest to improve this course?	
D Comment on the grading procedures and exams.	
E Instructor option question	
F Instructor option question	

Appendix C

SIDE 1

SPECIAL CODE

A	B	C	D	E
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

INSTRUCTOR AND COURSE EVALUATION SYSTEM

For:

See Side 2 for directions. Use pencil only on this side.

1. When registering, what was your opinion about the

	Positive	No opinion	Negative
Instructor	○	○	○
Course	○	○	○

2. Course in
- ○ Major
- ○ Minor
- ○ Other

3. Sex
- ○ Male
- ○ Female

4. This course was
- ○ Specifically required
- ○ Required but a choice among several
- ○ An elective

15= 1

5. Class
- ○ Fresh
- ○ Soph
- ○ Junior
- ○ Senior
- ○ Grad
- ○ Other

6. Expected Grade
- Ⓐ
- Ⓑ
- Ⓒ
- Ⓓ
- Ⓔ

SPECIAL INSTRUCTIONS

A) For Items / Respond

I =
J =
K =
L =
M =

B) For Items / Respond

I =
J =
K =
L =
M =

1. RATE THE COURSE CONTENT	EXCELLENT ○○○○○○	VERY POOR
2. RATE THE INSTRUCTOR	EXCELLENT ○○○○○○	VERY POOR
3. RATE THE COURSE IN GENERAL	EXCELLENT ○○○○○○	VERY POOR
4. WERE REQUESTS FOR RE-GRADING OR REVIEW HANDLED FAIRLY?	YES, ALMOST ALWAYS ⓘⓙⓚⓛⓜ	NO, ALMOST NEVER
5. THE INSTRUCTOR'S KNOWLEDGE OF SUBJECT WAS:	EXCELLENT ⓘⓙⓚⓛⓜ	POOR
6. THE INSTRUCTOR WAS A GOOD CLASSROOM LEADER.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
7. HOW WOULD YOU CHARACTERIZE THE INSTRUCTOR'S COMMAND OF THE SUBJECT?	BROAD AND ACCURATE ⓘⓙⓚⓛⓜ	PLAINLY DEFICIENT
8. THE INSTRUCTOR SEEMED WELL PREPARED FOR CLASSES.	YES, ALWAYS ⓘⓙⓚⓛⓜ	NO, SELDOM
9. I WOULD LIKE TO ADOPT THIS INSTRUCTOR'S TEACHING STYLE.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
10. THE INSTRUCTOR USED HUMOR EFFECTIVELY.	YES, OFTEN ⓘⓙⓚⓛⓜ	NO, SELDOM
11. THE INSTRUCTOR WAS CONSCIENTIOUS ABOUT HIS/HER INSTRUCTIONAL RESPONSIBILITIES.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
12. HOW OFTEN DID THE INSTRUCTOR'S PERSONALITY INTERFERE WITH INSTRUCTION?	ALMOST ALWAYS ⓘⓙⓚⓛⓜ	ALMOST NEVER
13. THE INSTRUCTOR WAS DEMANDING OF STUDENTS.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
14. THE INSTRUCTOR WAS TOO OVER-BEARING.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
15. THE INSTRUCTOR LISTENED ATTENTIVELY TO WHAT CLASS MEMBERS HAD TO SAY.	ALWAYS ⓘⓙⓚⓛⓜ	SELDOM
16. THE INSTRUCTOR COULD SENSE WHEN AN IDEA HAD NOT BEEN CLEAR TO ME.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
17. THE INSTRUCTOR MADE ME AFRAID TO MAKE MISTAKES.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
18. WAS THE INSTRUCTOR CYNICAL AND SARCASTIC?	VERY CYNICAL ⓘⓙⓚⓛⓜ	NOT AT ALL CYNICAL
19. THE INSTRUCTOR PROMOTED AN ATMOSPHERE CONDUCIVE TO WORK AND LEARNING.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
20. DESCRIBE YOUR INSTRUCTOR'S ATTITUDE TOWARD STUDENTS.	FRIENDLY ⓘⓙⓚⓛⓜ	UNFRIENDLY
21. HOW OFTEN DID THE INSTRUCTOR DISPLAY FAVORITISM TOWARD CERTAIN STUDENTS?	OFTEN ⓘⓙⓚⓛⓜ	SELDOM
22. STUDENTS TALKED MORE THAN INSTRUCTOR.	ALMOST ALWAYS OCCURED ⓘⓙⓚⓛⓜ	ALMOST NEVER OCCURRED
23. DIRECTION OF DISCUSSION WAS CONTROLLED BY THE INSTRUCTOR.	ALMOST ALWAYS ⓘⓙⓚⓛⓜ	ALMOST NEVER
24. HOW OFTEN WAS CLASS OR GROUP DISCUSSION MONOPOLIZED BY ONLY ONE OR A FEW STUDENTS?	ALMOST ALWAYS ⓘⓙⓚⓛⓜ	ALMOST NEVER
25. THE INSTRUCTOR SPENT TOO MUCH TIME OUT OF CLASS.	STRONGLY AGREE ⓘⓙⓚⓛⓜ	STRONGLY DISAGREE
26.		

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DIRECTIONS FOR ICES SIDE 2

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A What are the major strengths and weaknesses of the instructor?	
B What aspects of this course were most beneficial to you?	
C What do you suggest to improve this course?	
D Comment on the grading procedures and exams.	
E Instructor option question	
F Instructor option question	